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Brains in Motion: How to Utilize the Connection Between Movement and Learning in the Classroom

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BRAINS IN MOTION: HOW TO UTILIZE THE CONNECTION BETWEEN MOVEMENT
AND LEARNING IN THE CLASSROOM

by
Keely Kennedy

A thesis submitted to the faculty of The University of Mississippi in partial
fulfillment of the requirements of the Sally McDonnell Barksdale Honors College.

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Abstract

Recent research reveals that the state of Mississippi ranks among other states as the highest in obesity and ADHD and among the lowest in education. These rankings negatively affect the state as a whole by associating Mississippi with an image of being unhealthy and unintelligent. Studies show that physical activity is related to the brain and its processes, so there is obviously a connection between Mississippi's high obesity and ADHD rates and inferior education. However, teachers are unaware of the relevance of the connection between movement, high levels of obesity, low education rates, and high levels of ADHD; thus, they are not incorporating movement into their lesson plans.

The purpose of this research is to analyze the connection between physical activity and learning as well as explore possible solutions to integrate the two. A new campaign entitled Brains in Motion will be created and assessed to determine effectiveness. The objective of Brains in Motion is to influence teachers to incorporate more movement and physical activity in the classroom and to develop a campaign that shows teachers how easily this can be done in order to solve the problems Mississippi faces due to a lack of movement. This research analyzes

previous campaigns and survey insights to uncover the opportunities Brains in Motion should capitalize on in order to be successful.

Brains in Motion is a fictional movement campaign that features all of its resources on its membership website. The program aims to be the teacher's assistant and best friend in the classroom with its premade videos, movement activities, and lesson plans that are easily accessible online. Teachers do not have to go out of their way to incorporate movement in their classrooms because Brains in Motion is simple and easy to use. Brains in Motion matches the grade level and classroom content to its resources, so the activities are relevant to all teachers and students. The research revealed that teachers are aware of the need for movement in the classroom, but are not motivated to utilize the connection in their classrooms. Brains in Motion aims to increase awareness as well as motivate and demonstrate to teachers what needs to be done to help students achieve their full potential.

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Thesis Prospectus

The state of Mississippi is currently facing three key issues that negatively affect the learning and achievement of Mississippi students. High obesity rates coupled with low education rates and rising Attention Deficit Hyperactivity Disorder (ADHD) diagnoses have shown to have a negative impact on the state's academic achievement levels. All three of these issues are connected and represent an educational opportunity for Mississippi. High obesity levels, low education rankings, and high levels of ADHD are hindering Mississippi children from reaching their full potential. One solution to these issues is movement and physical activity in the classroom. In the research, these three issues will be addressed and analyzed as to how they affect education and growth, and a campaign will be developed to help solve them. Studies show that physical fitness can increase academic achievement and can be used as a behavioral treatment for ADHD; therefore, the purpose of this research is to increase awareness among Mississippi educators of the connection between movement and learning, to motivate teachers to incorporate more movement and physical activity in the classroom, and to develop a campaign that demonstrates to teachers how this can be done. In order to complete these

objectives, primary and secondary research will be conducted to assess attitudes and the impact on children in the classroom.

The researcher will then connect the functions of the brain to physical activity, while evaluating the brain health of today's society. Based on the information discovered about brain health and today's society, the researcher will then associate brain health and education. Education is an important factor across the world, so the various education rankings worldwide and nationwide will be evaluated and compared. After globally and nationally evaluating education, the researcher will focus on the level of education solely within the state of Mississippi.

Based on the findings, the researcher will expand on how these ratings affect the state as a whole and any changes that could be implemented to alter the education rating of the state of Mississippi. The researcher hypothesizes that the rate of education in Mississippi is low, so movement and physical activity rates within the state will also be low. Obesity rates coupled with low education rates indicate that movement in the classroom is low in the state of Mississippi and ADHD is high. Key indicators of this hypothesis will be explained in this section.

Obesity rates across the nation will be researched, then, the research of obesity rates will be narrowed down to the state level. The research of obesity ratings in the state will give insights on what changes should be implemented in order to turn the state of Mississippi around. The researcher hypothesizes that because education ratings in the state of Mississippi are low, that movement and physical activity are scarce in the state. In order to improve the state of Mississippi, the state must capitalize on the connection between movement and learning.

In order to gather primary research on this topic, the researcher will conduct a survey of faculty and staff at Hartfield Academy in Flowood, Mississippi. The purpose of the survey is to gather insights on the teacher's opinions on the connection between learning and movement in the classroom. Also, the survey aims to find out if teachers are aware of a similar campaign and utilize it in the classroom. The researcher will interview several professionals in the industry in order to gather more insights on the important role movement and physical activity play on the functions of the brain.

After research has been conducted and analyzed, the researcher will elaborate on the insights the research revealed and what can be done to increase awareness on the matter. An analysis and audit of previous campaigns similar to the one being developed will be explained before the final presentation of a new campaign. The researcher will discuss two current campaigns, but will focus on the most relevant campaign. First Lady Michelle Obama's program, Let's Move!, started a nationwide trend of evaluating childhood obesity, which led Mississippi to develop its own campaign known as Move to Learn. Move to Learn most closely relates to the campaign goal of the researcher, so the success of this program will be evaluated. The analysis of an extremely similar campaign will allow the researcher to use the pros and cons of Move to Learn to create a new campaign. The objectives of the new campaign will be the same as the objectives of the research stated in the beginning. The final campaign will include a creative brief, a campaign execution plan, campaign elements, creative and visual materials, sample lesson plans, a budget, and an assessment of the campaign.

Introduction

This thesis seeks to reveal opportunities and provide tactics for a fictional movement campaign in the state of Mississippi known as Brains in Motion. This campaign targets teachers because they make the biggest impact on student learning in schools. Research reveals that movement of the body is connected to movement of the brain. Thus, students who are physically active in the classroom will make better grades than those who are confined to a desk for long periods of time. The following chapters explain the relationship between movement and learning and elaborate on the opportunities for Brains in Motion. The final chapters explain how the campaign will be executed and assessed.

Chapter 1: The Importance of Physical Activity

Recent research indicates that physical activity, social well-being, and academics are all connected to one another as they are all linked to the brain and performance (Jensen 1). From athletics to academics, physical activity plays an important role in the everyday lives of humans. Physical activity, exercise, workouts, training, strength, and conditioning are all words that denote an activity requiring some sort of effort, which can cause people to cringe at the idea or to face the facts that they are benefiting their health. All people are different when it comes to effort and physical activity. There are some people who are fully aboard the fitness and health train. They exercise daily, drink plenty of water, and watch the calories they consume. On the other hand, there are people who do not exercise at all and could care less about what they feed their bodies. Of course there are plenty of people in between that occasionally work out or watch what they eat, but no matter the person, physical activity is always important.

According to the Centers for Disease Control and Prevention, “Regular physical activity is one of the most important things you can do for your health. It can help: control your weight, reduce your risk of cardiovascular disease, reduce your risk for type 2 diabetes and metabolic syndrome, reduce your risk of some

cancers, strengthen your bones and muscles, improve your mental health and mood, improve your ability to do daily activities, and increase your chances of living longer” (“Physical Activity and Health” 1). It can be assumed that those who exercise daily have better mental and physical health than those who do not. A few minutes of daily exercise has the power to completely alter one’s health, both mentally and physically. Therefore, physical activity should be a part of everyone’s daily routine because of the multiple benefits.

The Relationship Between Physical Activity and the Brain

Not only does physical activity improve one’s physical health, but also one’s thinking, learning, and judgment skills (“Physical Activity and Health” 1). Bodily movements are connected to the brain and its multiple processes because movement allows us to take in information through our senses. For example, as the arm lifts a heavy weight, it sends a message to the brain that this is a heavy item that hurts to pick up. The brain processes this information through feeling; therefore, it takes in this information through the senses. Lifting weights is an example of exercise, which is a type of physical activity that is planned and structured (“What is Physical Activity?” 1). Physical activity ranges from strenuous exercise to simple movements. It is defined as any body movement that works the muscles and requires energy, while enhancing health (“What is Physical Activity?” 1). Studies show that exercising and forms of physical movement are connected to the brain and its multiple functions. “Interestingly, research reveals that the very same regions in the brain that are responsible for movement are the regions that are

involved in higher level thinking” (Major 1). Because movement and higher-level thinking are connected to the same areas of the brain, physical activity can be associated with thought processes and brain activity. All areas of the brain must work together in order to process information and learn.

Four different sections of the brain control the senses, so if all of these areas are working together, people are learning and increasing their sharpness. First, the occipital lobe is the area that receives visual information through shapes and colors. Next, the temporal lobe accepts auditory information through sound, pitch, rhythm, balance, and vibration. The parietal lobe controls the senses such as taste and touch. Lastly, the frontal lobe is the area that controls the muscles and reasoning (Major 2). Because all these areas must work together in order for learning to occur, movement is of the utmost importance to the brain and its health.

Unfortunately, the brain health of today’s society is at risk due to more technology and less movement. The evolution of technology has caused the mental and physical health of today’s society to decline (Zorzini 1). Today, humans depend on technology for communication and basic everyday tasks. “This is not to say that technology is ruining society because that’s so far from true; however, it is dumbing our society down. We’re removing the necessity of skills such as face-to-face communications, doing basic math without the help of a calculator, and writing in proper English” (Zorzini 1). People now constantly use technology to accomplish tasks instead of using their brains. Because they simply use technology to correct themselves, move on, and forget, humans risk losing proper brain function as well as the ability to perform basic everyday tasks. Adults come home from work and surf

the Internet instead of exercising. Children come home from school and watch television or play video games instead of playing outside. Technology has become an obsession for today's society, so people are using it more and moving less. It can be hypothesized that the evolution of technology is causing the mental and physical health of today's society to worsen. Long periods of restricted physical movement leads to more obesity and less brain activity, which in turn, could lead to higher ADHD rates and lower academic performance. Recently, low academic performance has been epidemic in the United States, especially in the South (Bernardo 1).

Chapter 2: The Importance of Education

Education on the National Level

In 2015, the British Broadcasting Corporation (BBC) ranked countries in global education based on math and science scores. Singapore came in first place, while the United States ranked 28th among 76 countries (Coughlan 1). WalletHub, a business website, conducted similar research on the school systems of all fifty states in the United States as well as Washington, DC. This study ranked the states by education based on test scores, dropout rates, safety, and much more.

Massachusetts ranked first out of fifty-one in quality of education. The state ranked first among the states with the highest reading and math scores as well.

Massachusetts was also regarded as one of the safest schools with the lowest bullying rates. On the other hand, Alaska came in last place with a ranking of fifty-one out of fifty-one. Alaska had one of the highest dropout rates and the lowest reading scores as well (Bernardo 1).

The Department of Geography at the University of Alabama compared education indexes of other countries to graduation rates among states in the United States. The results of this comparison led to the renaming of each state according to its education level. All fifty states were renamed according to the country with a

similar education level (Bell 1). *See Figure 1 in APPENDIX.* Washington was renamed Hong Kong, which ranks 2nd out of 76 countries in math and science. Nevada's education system was compared to that of Ghana, which ranked last in math and science among 76 countries. South Africa ranked second to last out of 76 countries in math and science performance. Much like Nevada, Mississippi fell among the bottom ranks with a comparison to Swaziland, a country in the southern region of Africa.

Education in Mississippi

Mississippi's education comparison to that of Swaziland appears to be accurate because the state fell among the bottom ranks again in a ranking conducted by Bernardo for WalletHub.com. Unfortunately, in WalletHub's 2015 study, Mississippi was ranked among the lowest of the fifty states with a ranking of 40th overall and 45th in school quality. When it came to test scores, Mississippi ranked 50th for lowest math scores and 49th for lowest reading scores (Bernardo 1). These rankings reveal that Mississippi's school systems desperately need improvement in order to provide a better education for students within the state.

Although Mississippi ranks among the lowest states based on quality of education, the state has begun to show slow improvement. "Known as the Nation's Report Card, NAEP [National Assessment of Education Progress] is the largest nationally representative assessment of what America's students know and can do in various subject areas" (Guo [a] 3). Recently, Mississippi students took this test and showed significant improvement in 4th grade math and reading, making it the

only state in the nation to increase 2013 scores in both subjects. The increases in scores over the past two years reveal that Mississippi has the ability to surpass other states and pull itself out of the bottom tier of education in the United States. According to state superintendent Dr. Carey Wright, “Mississippi’s NAEP scores affirm that we are moving in the right direction for improving academic achievement, but we still have more work to do” (Guo [a] 2). Dr. Wright realizes that the state of Mississippi is making improvements, but has a long way to go in order to rise above the national average.

According to a press release from the Mississippi Department of Education, Mississippi recently received a “D” in K-12 education. These scores are based on the K-12 Achievement Index. “The K-12 Achievement Index incorporates achievement levels and gains in math and reading on the National Assessment of Educational Progress (NAEP), high school graduation rates and performance on Advanced Placement (AP) exams” (Guo [b] 1). Although the state has shown improvement, Mississippi still ranks below the national average of a “C”. In 2015, Mississippi showed tremendous improvement on the NAEP. “Though Mississippi showed significant increases in 4th grade math and reading and remained steady in 8th grade math and reading, the state remains in the bottom tier for each tested subject and grade” (Guo [b] 2). The state of Mississippi is improving little by little, but has a long way to go in order to surpass the national average.

It can be hypothesized that 4th grade scores are significantly increasing while 8th grade scores are remaining steady because 8th graders no longer have recess and physical education classes. Mississippi 8th graders are not getting as much

movement and activity as 4th graders during the school day, so their scores are not improving. Therefore, the solution for improvement is movement and physical activity in the classroom and throughout the school day. Movement is a key component in academic performance because it triggers certain areas of the brain and helps people retain more information. When people are active, areas of their brains are triggered and they perform better in the academic environment. When people are not physically moving, not only is their academic level decreasing, but also their physical fitness level. Lack of physical movement leads to health consequences such as obesity.

Chapter 3: The Obesity Epidemic

Obesity, a condition of being fat or overweight, is plaguing the United States. Obesity and overweight are defined by body mass index (BMI) levels. “Overweight is defined as a BMI above the 85th percentile and below the 95th percentile for children and teens of the same age and sex. Obesity is defined as a BMI at or above the 95th percentile for children and teens of the same sex” (“Defining Childhood Obesity” 1). This means that an overweight child has a BMI greater than 85% of children of the same age and gender. An obese child has a BMI higher than 95% of other children of the same age and gender. The levels of obesity have continued to increase over the years, so something must be done in order to save the health of the country. Even though there are federal and state wellness policies, obesity continues to be epidemic on both the national and state levels. Some states have taken the initiative to exceed the standards, but others fail to meet the standards. Currently, Mississippi’s state wellness policy requires schools to engage youth in 150 minutes of physical activity per week (“Local School Wellness Policy Guide for Development” 8). Students are at school five days a week, so 150 minutes per week means that students are allowed 30 minutes of physical activity during the school day. However, the federal wellness policy recommends two times as much as the

state policy recommends. The federal policy recommends that school-aged youth participate in sixty minutes of physical activity each day (“Local School Wellness Policies: Where Do They Stand and What Can You Do 1). In the 2012-13 year, eighty-nine percent of district policies included required goals for physical activity, but only twelve percent of districts required physical activity to be incorporated throughout the school day, such as breaks in the classroom (“Local School Wellness Policies: Where Do They Stand and What Can You Do? 1). The comparison between multiple state obesity rates shows which states are going the extra mile to stop the obesity epidemic and those that are not.

Obesity on the National Level

In 2015, the Trust for America’s Health and the Robert Wood Johnson Foundation conducted a study on adult obesity rates by state in the United States. “According to the most recent data, rates of obesity now exceed thirty-five percent in three states (Arkansas, West Virginia and Mississippi), twenty-two states have rates above thirty percent, forty-five states are above twenty-five percent, and every state is above twenty percent” (“Adult Obesity in the United States” 1). Currently, Arkansas has the highest adult obesity rate with 35.9 percent. Obesity rates in the state of Arkansas have only increased from the year 1990 until now. Colorado, on the other hand, currently has the lowest obesity rating out of all fifty states in the United States as well as the District of Columbia. Colorado has a 21.3 percent obesity rate, which has increased steadily from 6.9 percent in 1990. In 2011, the National Survey of Children’s Health revealed the ten states with highest rates of childhood

obesity. Children ages 10-17 were the group studied for this ranking. Mississippi ranked the highest in childhood obesity with a rate of 21.7 percent, while Oregon ranked the lowest with a rate of 9.9 percent. The data collected in the 2011 and 2015 studies reveal that the lowest rates of obesity in adults and children are in the northwestern region of the United States, while the highest rates of obesity in adults and children are in the southeastern region, which is the region in which Mississippi lies.

Obesity on the State Level

The Trust for America's Health and the Robert Wood Johnson Foundation studies on obesity in the United States show that the well being of the state of Mississippi is threatened by adult and childhood obesity. Their findings revealed that Mississippi has the third highest obesity rate in the nation behind Arkansas and West Virginia. Mississippi's obesity rate has continued to increase since 1990. In 1990, the obesity rate in Mississippi was 15.0 percent and in 2000, it had gone up to 23.7 percent. ("The State of Obesity in Mississippi" 1). After the most recent research in 2014, Mississippi's obesity rate has skyrocketed to 35.5 percent (change to overweight percentage and add reference). However, these numbers account for only obesity. People within Mississippi are also overweight, which is just a step below obesity and typically leads to obesity over time. In 2012, 67.9% of adults in Mississippi were overweight with 34.0% of these being obese (Sutton 1). Despite some campaign efforts, Mississippi has continued to lag behind other states. It is

obvious that there is a scarcity of movement throughout the state, so changes must be made to accommodate for more movement.

To make matters worse, not only does Mississippi have the third highest obesity rate in the nation, but also Mississippi ranks as the official leading state in childhood obesity, for ages 10-17. Similar to the adult obesity rate, Mississippi's childhood obesity rate has continued to increase since 2004. In 2011, Mississippi's childhood obesity rate was 21.7 percent for 10-17 year olds, which is higher than Colorado's combined adult and childhood obesity rate of 21.3% ("The State of Obesity in Mississippi" 1). Keep in mind that obesity is defined as a BMI of at or above the 95th percentile, so 21.7% does not account for those children who are also overweight. ("Defining Childhood Obesity" 1). In 2012, 16.5% of adolescents in Mississippi were overweight, while 18.3% were obese. Children ages two to five also were affected by the trends as 14.9% were overweight and 13.7% were obese (Sutton 1). The important factor to note here is the ages of the highest-ranking childhood obesity percentage. Students of these ages are typically in grade school, so the correlation between ages and obesity could indicate that schools are not providing an adequate amount of physical activity and movement throughout the school day. Schools have the ability to lower these obesity rates by altering their curriculums to incorporate more movement and physical activity during the school day.

To affect change, a reasonable starting point is youth because values and habits can be influenced at an early age to lead to better lifestyles as they grow up. Therefore, the school systems need to teach children the importance and health

benefits of daily physical activity and movement. Students spend nearly eight hours at school, so there is little time left for physical activity outside of school. School systems have implemented changes in start times in order to make sure students get enough sleep, but no quantifiable changes have been to accommodate more time for physical activity and movement in schools. Statistics show kids are still fatter, and grades and scores are still lower, so it is time to capitalize on the connection between movement and learning.

If schools realize the relationship between movement and learning and connect the two, they can alter these results of obesity and low education rates. However, low education rates and obesity are not the only outcomes of little movement in the classroom. ADHD affects children who cannot stay focused or on task. Movement and activity can tone down the symptoms of this disorder. High rates of ADHD have become prominent across the United States recently, which could be a result of little to no movement and physical activity in the school day. Recent studies have linked ADHD with movement (“The Association Between School-Based Physical Activity...” 2).

Chapter 4: The Issue of ADHD

Attention Deficit Hyperactivity Disorder, also known as ADHD, is one of the most common childhood disorders. Most children are diagnosed around seven years of age when they start to have difficulty staying focused and paying attention, difficulty controlling behavior, and hyperactivity. These symptoms are fairly common in all young children, but those with ADHD exhibit these symptoms in a more severe way than the average child. "To be diagnosed with the disorder, a child must have symptoms for 6 or more months and to a degree that is greater than other children of the same age" ("Attention Deficit Hyperactivity Disorder" 1). It takes around twenty-one days to develop a habit, so if one acts a certain way for half a year, it can be assumed that their actions are most definitely a habit. ADHD behavior is capable of causing issues among peers and friends. "Parents of children with a history of ADHD report almost 3 times as many peer problems as those without a history of ADHD" ("Data & Statistics" 4). Because ADHD children bore easily, they have issues sitting still. They daydream, fidget and squirm, talk and touch non stop, and interrupt others. One can hypothesize that because these children are confined to a chair in a classroom for long periods of time with no movement, they become agitated and have to squirm in order to release the

hyperactive energy they have built up, which can distract others. These behaviors can make it difficult for children with ADHD to get along with others. In a 2011-2012 evaluation in the United States, 11% of children were diagnosed with ADHD. “Studies show that the number of children being diagnosed with ADHD is increasing, but it is unclear why” (“Attention Deficit Hyperactivity Disorder” 2). One reason ADHD could be increasing is because schools are making more time for academics by cutting out time for physical activity.

Brad Stulberg of *The Huffington Post* suggests that the increase in ADHD runs parallel with the decrease in physical activity in the United States. Stulberg states that experts suggest that more children are taking medication for ADHD than need to (1). The ADHD medication market is booming as it targets parents and teachers by advertising their drugs as a quick fix to the issue of ADHD. In today’s society, people want instant gratification, so the quickest and easiest way to solve an issue is always the solution people turn to. However, there is another solution to the issue of ADHD: behavioral therapy. Although it requires more time and effort, behavioral therapy is the healthier choice.

However, Mississippi has the most medication treatments and the least amount of behavioral therapy. The state of Mississippi is one of four states that medicates over 80% of children and treats less than 40% behaviorally for ADHD (Data & Statistics 1). *See Figure 2 in APPENDIX*. Behavioral therapy involves practical assistance such as organizing or completing tasks and teaching a child how to monitor his or her own behavior. Behavioral therapy utilizes movement in order to help children focus. “Physical activity may work just as well if not better than

strong drugs in countering the symptoms of ADHD” (Stulberg 2). The medications that students take to combat ADHD help them sit still in order to focus on schoolwork. However, sitting still for long periods of time is not beneficial to the brain. Instead, students need to move and fidget because physical activity and movement activate the brain and help students retain information. “Studies demonstrate that when youth are engaged in regular physical activity they show less anxiety, increased focus, and better performance in academic settings” (Stulberg 2). Schools need to accept the facts and realize that by cutting out time for structured or unstructured movement, they are only hurting the children’s academic potential. Movement and physical activity have the power to not only improve one’s physical health, but also, his or her mental health.

An *NBC News* article supports Stulberg’s claim that movement improves focus in children with ADHD. “Researchers say that children with ADHD are unable to modulate their arousal systems efficiently, and movement helps them compensate for that deficit” (James 2). Children with ADHD need to move and be active in order to arouse their brains and increase their attention spans. Thus, teachers need to incorporate movement and physical activity into their lesson plans in order to boost their students’ academic performance. ADHD has increased in the United States since 2003. From 2003-2011, the rates of ADHD diagnosis increased on an average of 5% per year (“Data & Statistics” 1). The trend is showing that ADHD has been on the rise and may continue to if the issue is not addressed.

MISSISSIPPI ISSUES				
OBESITY	EDUCATION	ADHD	FED. POLICY	STATE POLICY
3rd highest in US: 35.5% (adults) 1st highest in U.S.: 21.7% (children)	40th out of 51 states Compares to Swaziland	14% of youth diagnosed >80% meds. <40% B.T.	60 minutes daily	150 min. weekly =30 min. daily

Chapter 5: The Effects of Innovation and Movement on Learning

According to research, the relationship between movement and learning is strong, so it is important to take advantage of the opportunity to combine the two in the classroom. Some researchers and school systems have realized the correlation between movement and grades and implemented programs to allow for more movement. Innovative initiatives have been implemented in classrooms to help inject more movement into a child's day. Classroom furniture that allows for fidgeting and better development is on the rise in today's society. Also, more time for recess has been shown to have a positive effect on student learning and achievement in some schools in the United States.

Standing Desks

Schools across the United States are incorporating new technology, activities, and even furniture into their facilities. One of the most recent trends in schools is standing desks in the classroom. These desks allow students to stand and use energy to learn rather than slumping in a desk while their minds wander.

A California couple started the new nationwide trend of standing desks with their non profit organization known as Stand Up Kids. Juliet and Kelly Starrett

opened San Francisco CrossFit in 2005 and began to teach their clients the importance of knowing how their bodies operate. Part of their teachings involved using certain equipment in order to help people improve their lifestyles. They recommended that their clients begin standing more instead of sitting at a desk all day because sitting for long periods of time tends to have a negative effect on the body. After watching a sack race at their daughter's school, the couple realized that a standing desk would improve children's range of motion, which would eventually lead to improved physical health. "The couple's company educates corporations, athletes and professional teams on movement, mobility, mechanics and injury prevention, and that day at the sack race 'really freaked us out because we realized the only thing that could cause that kind of dysfunction in kids was sitting too much'"(Wallace 2). They founded Stand Up Kids in 2014 when they converted their daughter's 4th grade classroom into a standing desk classroom. This movement started a nationwide trend, and multiple schools across the country have now implemented standing desks in the classroom.

At Wilson Elementary School in New Jersey, two teachers wrote a grant to get standing desks at their school in order to prevent students from disrupting the class with unnecessary fidgeting (Wallace 3). The teachers saw tremendous improvement in classroom behavior after the standing desks were brought into their classrooms. The desks at Wilson Elementary School feature a fidget bar that allows students to swing the bar and release energy without disrupting the rest of the class. One of the teachers responsible for the new desks at Wilson Elementary School, Jennifer Emmolo, raved of the success of the desks, "Things like talking when you weren't

supposed to be talking, fidgeting with some kind of object on your desk, standing around the room and moving at not great times, all of those undesirable behaviors decreased by incredible amounts” (Wallace 3). Emmolo’s experience with movement in the classroom clearly illustrates and validates Stulberg’s previous claim that when students move, they have less anxiety, more focus, and better performance in the classroom. The people that use these desks are doing much better academically than those who do not because New Jersey was ranked third in education in the United States (Bernardo 1).

The standing desk trend in schools in the United States is new and evolving, but the positive effects of these desks show that schools should implement these desks into their classrooms in order to improve their students’ education. “In a study of nearly 300 children in second through fourth grade over the course of a school year, researchers found a 12% greater ‘on-task’ engagement, or an extra seven minutes per hour of engaged instruction, in classrooms with standing desks” (Wallace 4). Standing desks provide students with an outlet to move and release energy without having to leave the classroom, so they remain more focused. Also, research reveals that students with standing desks burn 15% to 25% more calories than students in seated desks (Wallace 4). Not only do standing desks help students focus in the classroom, but also they allow students to burn more calories and improve their physical health. Because standing desks allow students to move more in the classroom, they help improve the mental and physical health of the students. The mission statement of Stand Up Kids states, “Standing desks create the foundation for a movement rich environment, and as one researcher put it, physical

activity is cognitive candy” (Stand Up Kids 1). Standing desks are an important step towards more movement and physical activity in the classroom and throughout the school day.

Multiple Recesses

Otis Brown Elementary School in Irving, Texas, is a part of a three year research project known as the Liink project, which focuses on more frequent breaks during the school day and is based on their success in schools in Finland. Texas Christian University is currently conducting research on the effects of more recesses in schools and has chosen Otis Brown Elementary as one of its test schools.

According to Dr. Debbie Rhea of TCU, “There is between one and two hours a day that we call distraction in the classroom that with this recess, it takes away from the distraction; therefore, they’re on point the whole time they’re in the classroom” (Pawlowski 1). It can be assumed that because the students have more time for breaks and more time to release energy, they are more on task in the classroom. Dr. Rhea has seen the positive benefits of eliminating the distraction time in the classroom, but has also seen the benefits go farther than just academics. The multiple recesses allow students to develop stronger social skills as they interact with other students outside the classroom. Social skills are an important part of child development, so these extra breaks help students succeed academically as well as socially. The benefits of recess are numerous: increased attention focus, improved academics, improved attendance, decreased behavioral diagnoses, and improved creativity and social skills development (“Recess: The Forgotten

Classroom” 1). These benefits are all a result of breaks from learning rather than more time for academics, so schools should incorporate more time for movement instead of eliminating it in order to make more time for academics.

Students at Otis Brown have four, fifteen minute recess breaks each day. This may seem like a lot, but it benefits both the students and the teachers. In the news clip, students were attentive and undistracted in the classroom, and their teacher said that they are always that way. Students are more focused so teachers do not have to waste time trying to redirect students’ attention during class. Parents and students are also satisfied with the results of having multiple recess breaks a day. First grader Natalie Orozco said, “I think it’s really good because we can get our wiggle jiggles out and it’s really practicing because it’s exercise” (Pawlowski 1). The students enjoy a break from learning to release their energy. These breaks make it easier for them to concentrate on their schoolwork when they return to the classroom. When students are happy at school, parents are happy. Danielle Chambers, parent of a six-year-old at Otis Brown Elementary raves of her daughter thriving at school; “Now she comes home ready to do her homework. She always wants to play or ride her bicycle. She’s got a lot more energy” (Pawlowski 1). Usually, when children are at school all day they grow tired, so when it’s time for homework after school, they are sluggish. However, when they move more at school, they are reenergized and ready to do more work after school. Parents, students, and teachers have all seen the positive effects the Liink project has had on the students of Otis Brown Elementary. These results illustrate the importance of

movement and physical activity and the roles they play in student development and academic achievement.

Chapter 6: Analysis and Audit of Movement Campaigns

Let's Move!

The United States and Mississippi have both created several campaigns to increase awareness about health and to promote physical activity among citizens. Shortly after her husband was elected President of the United States, First Lady Michelle Obama launched the Let's Move! campaign in 2010. Let's Move! is referred to as "America's Move to Raise a Healthier Generation of Kids." Michelle Obama noticed the rising levels of childhood obesity nationwide and immediately took action to help America's youth. According to Michelle Obama, "The physical and emotional health of an entire generation and the economic health and security of our nation is at stake" ("Learn the Facts" 1). The First Lady acknowledges the fact that if the future of the United States is unhealthy, then the future economy and security of the nation will be unhealthy as well. "Let's Move! is a comprehensive initiative, launched by the First Lady, dedicated to solving the challenge of childhood obesity within a generation, so that children born today will grow up healthier and able to pursue their dreams" ("Learn the Facts" 2). This movement aims to teach children the importance of eating healthy and being physically active at their earliest stages of development. It can be assumed that children are more likely to

continue making healthy choices as they grow up if they develop these healthy habits at an early age.

The Let's Move! campaign recognizes the evolution of technology over time and its effects on this generation. The average child needs at least 60 minutes of physical activity a day in order to maintain a healthy weight. "If this sounds like a lot, consider that eight to eighteen year old adolescents spend an average of 7.5 hours a day using entertainment media including TV, computers, video games, cell phones, and movies in a typical day, and only one-third of high school students get the recommended levels of physical activity" ("Get Active" 1). In the past, children maintained a healthy weight because they could walk to school and played outside instead of taking cars and busses to school and playing video games in their spare time. Schools are focused on bringing academics up and that has come at the expense of physical education programs; this is compounded by technology after school. Students are no longer learning much physical education because schools are focusing more on academics. They are using new technology to teach and help improve student academic achievement. This, in turn, leads children to believe that technology is more important than physical fitness, so they choose to use technology instead of being physically active. Today's society is glued to technology, which has a negative effect on health. Children turn to video games, apps, phones, laptops, tablets, and other electronic devices for entertainment rather than activities that require physical activity, which leads to higher levels of obesity.

Let's Move! launched on February 9, 2010, and opened the nation's eyes to the issue of childhood obesity. This campaign inspired many people across the

United States to join in and solve the issue at hand. Let's Move! influenced the state of Mississippi to make changes in the classroom in order to solve the issues of obesity as well as they issues of low education and high ADHD rates. Mississippi implemented these changes within school systems by incorporating more movement into the classroom in order to increase academic achievement and decrease childhood obesity and ADHD rates.

Move to Learn

In 2013, another movement aimed at raising awareness about the importance of daily movement and physical activity known as Move to Learn launched. "Move to Learn is based on a simple concept: when kids get to move at school, schools get better" ("Move to Learn Initiative" 1). Student health and academic performance improve when students are physically active throughout the school day. The Move to Learn initiative provides teachers with short exercise videos for classes, a wide variety of lesson plans, and tips and strategies to utilize throughout the school day. "Move to Learn is designed to help teachers raise student fitness levels and, in turn, raise student achievement" ("Move to Learn Initiative" 1).

Project Manager Research and Curriculum Unit at Mississippi State University, Amanda Tullos, is a strong advocate for the Move to Learn campaign. According to Tullos, when students move in the classroom, they are more on task, which cuts down on discipline. This, in turn, allows teachers to stay focused and on task because they do not have to stop and redirect the attention of students who are misbehaving in the classroom. Move to Learn encourages movement in the

classroom because it allows students to extend energy in a positive way instead of misbehaving and extending energy in a negative way. Therefore, teachers and students are more satisfied in a classroom that is active.

Before Move to Learn, Tullos incorporated learning activities that involved movement and physical activity in her lesson plans because she faced the issue of students not sitting still in her classroom. She used exercise balls as seats instead of regular desk chairs in order to make students focus more. Because the exercise balls were round and could easily roll away, students had to focus on engaging their core in order to stay in place. Although the students were not focused on moving, their subconscious brain was thinking about movement as it engaged the core while learning, which in turn, caused students to concentrate on schoolwork. Tullos noticed the importance of movement in the classroom with the exercise ball chairs and continued to utilize movement to help her students focus. She said that even the smallest movements such as eye or head movements made a difference in student attention spans. While teaching, she would ask students to look to the other side of the classroom at a graphic or chart, and students would immediately become more engaged. Group work also increased student concentration just by causing students to get out of their seats and move to a different spot in the room to meet with their groups. Movement is clearly a key factor in the classroom, and Tullos can attest to it.

Tullos has seen the positive effects of movement in the classroom and throughout the school day, but she believes the biggest thing to impact learning in schools is teachers. Teachers have the most influence on students and behavior. In order to be successful, teachers must plan to meet student needs and be effective,

engaged in doing so. Students need to move instead of being confined to one place for long periods of time. Teachers control the amount of movement students can exert in their classroom, so they must meet the children's needs to move by incorporating movement into their lesson plans. According to Tullos, "If you can get kids to buy into something at an early age, it will turn into a lifestyle." Teachers have the ability to influence students' lifestyles because they communicate with children and teach them at an early age. If teachers educate students on the importance of movement and physical activity, then, students will develop an understanding of health and live healthy lifestyles based on this knowledge.

According to Tullos, "I was a learner that needed to move to get energy out in order to retain information." She continues to use movement to focus her attention while talking with hand movements and gestures. She has not only seen movement affect herself personally, but also her students. Tullos supports Move to Learn because she has seen it successfully work in her own life and her teaching experience. Movement helps students focus on the task at hand, so it is beneficial for both her and her students.

When asked what differences she had noticed in behavior, attention, and concentration after Move to Learn had been implemented in her school, Tullos had a positive response: "Teachers that used Move to Learn activities and videos had less discipline issues and referrals as well as less parent complaints. Students with ADD and ADHD were able to concentrate more when these 'brain breaks' were utilized." Tullos calls breaks from learning "brain breaks" and she feels as though they are vital in the learning environment because they help ADD, ADHD, and average

students recharge and refocus by giving their brains a break from learning. The Move to Learn initiative combats ADHD in the classroom as well as makes a difference in classroom learning for average students by incorporating movement in the classroom, so the campaign has a positive effect on schools as a whole.

Tullos believes that the success of this campaign is rooted in its accessibility. The videos and lesson plans are all available online for free for all schools in the state of Mississippi. The activities are easy to access and prepackaged, so teachers do not have to plan ahead in order to incorporate movement activities into their lesson plans. The videos are already made, so teachers do not have to go out of their way to engage students. In conclusion, Move to Learn has been extremely successful because it allows teachers to engage students without planning ahead because its videos and lesson plans are easily accessible online for free to anyone.

Because Move to Learn is online, the success or failure of this program can be easily measured with click through rates and website traffic. However, after discussion with a representative from the Bower Foundation, an official sponsor of Move to Learn, the researcher discovered that there are more than just online resources available to schools. Because Internet accessibility is not always available and timely at certain schools, Move to Learn also distributes DVDs to teachers. Also, Move to Learn visits schools all across the state of Mississippi to conduct live presentations that involve both teachers and students. A representative from the Bower Foundation said that they use the number of video views, website visits, DVDs distributed to schools, and live presentations to measure the success of the initiative. Since the program's launch in January 2013, Move to Learn has reached

208 schools and 101,717 children. As of October 2015, they have made 377 live presentations across the state and have had 144 schools request presentations. The number of video views and website visits has steadily increased from 2013 until October 2015. Last year, the Move to Learn website had 204,499 visits and is projected to have 225,849 visits for the July 2015-June 2016 period. The program's number of video views have also increased over the past few years, exemplifying that Move to Learn is only continuing to grow and succeed in developing healthy lifestyles among students. When the program began in 2013, video views were bleak with only 37,526 views. However, as the program has continued to grow, so have the amount of video views. For the year 2014-2015, Move to Learn had 423,538 views on their videos and are projected to have 470,619 views for the 2015-2016 year.

While the campaign has experienced some success promoting movement and learning in the classroom, the implementation of it in the classroom has not stopped the rate of growth for ADHD and obesity nor has it increased the education level of Mississippi. The amount of website visits, video views, DVDs distributed, and presentations the program has given exemplify their ultimate success. However, there are several aspects of this campaign that could be altered in order to add to the success of Move to Learn.

Chapter 7: Opportunities for a New Campaign

Previous campaigns and research have paved the way to success for a new program that more clearly ties movement and learning to curriculum. They have done a good job, but they have not solved the issues Mississippi faces, so a more aggressive campaign could successfully address these issues. A new campaign can take advantage of the campaigns that have been implemented in the past and learn from their mistakes. A new program should utilize certain aspects of a previous campaign known as Move to Learn based on its campaign success or failure. Also, a survey of elementary school teachers was conducted in order to gather teacher insights on the issue of movement in the classroom. The survey results reveal new insights that a new campaign should acknowledge while developing the program. A new campaign should use the following opportunities to increase its chances for success.

Move to Learn Pros and Cons

Move to Learn has both positive and negative aspects that should be analyzed when creating a similar campaign. Move to Learn has multiple positive aspects that can be used in a new campaign, but unfortunately, the cons outweigh the pros after

further research and analysis. One of the main problems with the Move to Learn initiative is that it is not properly arranged and filtered by grade level. The website features tabs for “Pre-k”, “K-3”, and “4-6”. However, these grade levels are grouped in ranges that are too wide. The material that students are learning in kindergarten is much different than the material students in the third grade are learning. The solution to this issue that should be implemented in a new campaign is grade and subject filters on the website. Teachers should be able to first select the grade level they teach, then they can select from a variety of subjects within that grade level.

Another issue with Move to Learn is that it does not connect its video content to classroom content; therefore, teachers may not incorporate Move to Learn activities and resources into their lesson plans. Tying the campaign content to curriculum makes it more effective in the classroom and more likely to be used. A survey conducted of forty-three teachers at a school in Flowood, Mississippi, supports this claim. This survey revealed that 100% of teacher survey respondents said that it was of moderate to extreme importance that video content connect to lesson plan content. If the campaign content does not match the material being taught in the classroom, then it can be assumed that teachers will not waste their time incorporating a video that could distract students from the material they are teaching. In order to increase the amount of schools and teachers using a movement program in the classroom, a new campaign should connect the video content to the classroom content within the correct grade. In order to do so, the researcher studied subject and grade frameworks created by the Mississippi Department of Education to create sample lesson plans. *See Lesson Plans 1 and 2 in APPENDIX.*

Move to Learn uses simple instrumental music in their videos, which can have both positive and negative effects. The simple music can help students pay attention to what the leader of the video is saying, but it can also cause them to become uninterested. Pop culture is everywhere now and has the power to change attitudes and moods with just a familiar tune. If pop culture was incorporated in these videos, students would become more engaged and excited to participate. A new campaign should take advantage of the power of pop culture and incorporate popular songs in the videos in order to connect with the students. The lyrics of popular songs could be changed to match the classroom content with the tune of the song in order to help students retain the information better. Much like acronyms, these songs could strike a chord in the students' brains and cause them to remember the classroom material.

Not only may the Move to Learn music choices be uninteresting to some users, but also the graphics they use. The campaign logo features a plain sans serif typeface and stick figures, which do not grab the attention of a reader. Graphics are of the utmost importance to any campaign because they catch the eye of the audience and spark an interest within them to learn more. A new campaign should feature more compelling graphics, colors, and typefaces that will draw the audience in. It can be hypothesized that more colorful and interesting graphics and logos will draw more teachers to the campaign and cause them to investigate further. Primary research revealed that 56% of teacher survey respondents had heard of Move to Learn, but 89% of them have never utilized the Move to Learn resources in their classrooms. Yes, teachers have heard of the program, but nothing grabbed their attention so they

chose to disregard the resources that are available to them online and for free. The fact that these resources are so readily available to teachers yet they choose to look past them illustrates the point that the graphics do not catch the audience's attention.

The last and potentially most important issue with Move to Learn is that the videos do not incorporate the teacher in any way. Yes, the teacher can participate in the videos with the children, but there is nothing in the videos that singles out the teacher as the figure of authority. Without the teacher being in charge during the videos, children are likely to disobey and distract one another. Also, students may not focus on the videos and become engaged because a person on a screen is their only influence. Because the person on the screen cannot see or control the children, students are likely to act up. According to Dr. Alicia Stapp, assistant professor of health and physical education, "All pieces have to work together to develop a child—teachers, parents, movement, etc., but teachers have the highest level of impact because they spend seven hours a day with students." Teachers are the biggest things to impact learning in schools, so they need to be involved in students' lives in order to guide them in a positive direction toward academic achievement. In a new campaign, the teacher should play a specific role in the movement activities that separates them from the students as a figure of authority and influence. When the teacher is engaged, the students will be engaged.

Although there are multiple negative aspects of Move to Learn that should be changed in a new campaign, there are some positive features of the program. Move to Learn is available online for all. Accessibility is one of the most important factors

in today's society because people want what they want when they want it and they want it to be fast and easy to acquire. Because the videos are already made and available online, teachers do not have to set aside time to plan these activities. If the teacher sees students beginning to fade and fidget, he or she can simply visit the Move to Learn website and select a short five minute video for students to engage in. The short videos give children's brains a break as they release the energy they have bottled up while sitting down. Five minutes is the ideal amount of time to wake students up without hyping them up too much to where they can no longer focus on their schoolwork after the video ends. A new campaign should follow Move to Learn's lead and also make the resources easy to access online. Also, a new campaign should utilize the time in the videos to allow for students to release energy and calm down again before they return to their schoolwork. Therefore, the videos should be in between four to six minutes long.

Move to Learn has been a successful program in the state of Mississippi and continues to grow, so the people behind it know how to execute a campaign, but there is room for improvement. The grade level grouping, content, music, graphics, and teacher involvement is mediocre, but without these flaws, a new campaign would have the same issues. A new campaign could address these problems while duplicating the positive aspects of accessibility and length of time in order to be more successful than this previous program.

Survey Insights

A survey was developed by the researcher to gather primary research and insights before a new classroom movement and learning campaign was created. The twenty-five-question survey was sent out via email to teachers at Hartfield Academy in Flowood, Mississippi. *See Survey Questions in APPENDIX.* Results revealed that 100% of survey respondents incorporate activities into their lesson plans that involve students being active and moving around the classroom. Teachers are already finding ways to mix movement into their lesson plans, but they have to go out of their way to plan for these activities. A new campaign will make it easier for teachers to incorporate movement and physical activity into their lesson plans because the resources will already be made and easy to access online. Some of the activities teachers listed that they use in the classroom included performing skits, dancing, tossing a ball, and measuring classroom items. Eighty-nine percent of these teachers have noticed a correlation between movement and physical activity with student learning in their classrooms. They believe that movement and physical activity increase grades, increase energy, releases energy, increases concentration, and helps students understand the material better. None of the survey respondents said that movement in the classroom decreases grades and distracts students from academics. Thus, teachers feel strongly about the connection between movement and learning. They witness the effects of movement in the classroom everyday, so a new campaign should listen to the teachers' insights and continue to capitalize on the connection between physical activity and student achievement.

Teachers are the windows to the success of a new campaign promoting movement in the classroom. They are constantly around students and face student issues every single day. One of the main issues teachers face in the classroom is a student sitting still. Thirty-three percent of survey respondents said that it is an issue for students to sit still in their classroom. This is an important insight to note because as stated before, movement in the classroom is the best behavioral therapy for students with ADHD and students who cannot sit still. As previously noted, Tullos said that “brain breaks” made a difference in kids with ADHD as well as average students. These breaks allow students to release energy that has bottled up while sitting. According to Tullos, “It is not developmentally appropriate for children to sit still.” Children need to move to grow and develop, so forcing them to sit still in a seat and pay attention for seven hours a day is dangerous for their development as well as impossible to without distractions. Another interesting note is that the same percentage (thirty-three percent) of teachers that have issues with students sitting still in their classrooms said that they felt as though their school does not provide an adequate amount of time for physical activity each day. The amount of teachers that have issues with students sitting still is equal to the amount of teachers who do not think their school allots enough time for physical activity on a daily basis. The relationship between physical activity and ADHD is strong, and a new campaign should use this insight in developing a new program and strategy.

The thirty-three percent of teachers at Hartfield Academy that revealed that they felt that their school did not provide an adequate amount of time for physical activity each day were correct. The average child needs at least sixty minutes of

physical activity each day, but the survey respondents answered that only 0-44 minutes are allotted each day for PE, recess, and other forms of physical activity at their school. Hartfield Academy begins at 8 am and ends at 2:40 pm, so students are at school for six hours and forty minutes. However, out of those almost seven hours, students are only physically active for a maximum of forty-four minutes. Students need to be active and need breaks from learning and sitting, so more movement and physical activity should be incorporated into each individual classroom in order to help fully develop the child. A program combining movement and learning will allow for both teachers and students to benefit in the classroom. When asked what aspect they would change about their school's current curriculum, sixty-seven percent of survey respondents said more time for physical activity, while only seven percent said more time for academics. A new campaign will satisfy the wishes of that sixty-seven percent of teachers by allowing teachers to bring movement into the classroom on their own time, so they will have more time for physical activity during the school day.

The application of the research led to the development of a new fictional campaign known as Brains in Motion. The creation process began with understanding insights and creating a brief to guide the campaign development. *See Creative Brief in APPENDIX.* The new campaign, Brains in Motion, embodies elements of the previous campaigns analyzed, but made multiple improvements in order to be successful. Once the creative brief outlined the campaign, a campaign execution plan was created to pave the way for the campaign's success.

Chapter 8: Campaign Execution Plan

Concept: To increase motivation among Mississippi educators to connect movement and learning in the classroom and make it easier for them to combine the two in their lesson plans. Obesity, low education rates, and high levels of ADHD are all prominent in Mississippi, so this campaign aims to solve all three issues by helping teachers incorporate movement and physical activity in their classrooms.

Objective: To make people aware of the connection between movement and learning, to influence teachers to incorporate more movement and physical activity in the classroom, and to develop a campaign that shows teachers how this can be easily done.

Strategy: Create “brain break” videos and other classroom activity plans that incorporate movement and match the grade level and classroom content that are easily accessible to teachers at all times. Because these videos and activity plans are already made, teachers do not have to set aside time to plan these activities. Create more eye-catching graphics to draw the audience in and cause them to utilize the Brains in Motion resources.

4 Ps: In a campaign, it is important to address the four Ps in order to increase participation. The four Ps include product, price, place, and promotion. The first

element of the campaign is the product itself. Brains in Motion offers multiple products to its users such as videos, activity lesson plans, and other resources that match grade level and classroom content that incorporate movement and physical activity into the classroom. *See Lesson Plans 1 and 2 in APPENDIX.* The next element of the campaign is the price. In order to choose a reasonable price for a Brains in Motion subscription fee, the researcher contacted Hartfield Academy. After consulting with the school's marketing director, the researcher determined that schools and teachers can subscribe to the website by paying a monthly fee of \$60 to access all website content. Next, place must be addressed. Brains in Motion will be available online to all schools and teachers who subscribe to the website. Live presentations and trainings will also be available at the schools of those who subscribe to Brains in Motion. Lastly, and most importantly, the campaign will be promoted through advertisements, publicity, event marketing, new media, promotions, and direct marketing. Once all four Ps have been determined and utilized, Brains in Motion will be on its way to success.

Campaign Elements: Research helped guide the executional elements of Brains in Motion. The first element of the campaign is advertisements. Advertisements will be important in order to get the Brains in Motion name out in public. Magazine advertisements will be placed in *Mississippi Magazine*. Billboards will also be used to advertise the campaign. These billboards will be featured in late summer when teachers are planning for the upcoming school year. Digital advertisements will be used by way of banner ads and clickable logos. A banner ad will appear on the Mississippi Association of Educators website (www.maetoday.org), while a logo

icon will be featured on the Mississippi Professional Educators website (www.mpe.org) that can be clicked on to redirect users to the Brains in Motion website. Public relations and publicity will also be an important executional element. Press releases and awards will be used as controlled forms of publicity, while word of mouth will be used as the uncontrolled portion. Event marketing will be used to demonstrate the campaign itself to potential clients. Trainings and sample presentations will be given at important events and conferences of the Mississippi Professional Educators and the Mississippi Association of Educators. Brochures will be distributed at these events as well. Promos will be an important campaign element as well. A contest will be held to motivate teachers to join the movement and generate publicity. Premiums with the Brains in Motion logo will be distributed to schools and at teacher conferences for teachers to use in the classroom setting. These will serve as constant reminders to utilize the Brains in Motion resources. Some of these premiums include pens, pencils, mousepads, stickers, Yeti tumblers, and teacher planners. New media will be used to spread the word about all Brains in Motion events, resources, and premiums. Brains in Motion will have Facebook, Twitter, and Instagram pages and will be featured as pins on the Pinterest website. Direct marketing will consist of a newsletter to website subscribers and a brochure to all potential subscribers. The brochures will be distributed to schools and at teacher conferences and other events.

Chapter 9: Methodology and Reasoning

Survey Methodology

Hartfield Academy, located in Flowood, Mississippi, is a private institution that educates preschoolers through high schoolers. Hartfield Academy is evolving daily, so the researcher chose this school because it was located in a convenient location and making changes. Because they are a startup school, Hartfield Academy is the ideal research location since they are trying to improve the success of their school by making changes. Movement in the classroom is a new concept, so Hartfield could benefit from a program like Brains in Motion.

The survey questions were mainly general questions regarding teacher's opinions and school timing *See Survey Questions in APPENDIX*. The first question asked if the respondent was at least eighteen years of age. If the respondent answered no to this question, then the survey ended because the university's Internal Review Board requires that people being researched must be at least eighteen years old. The next question asked what grades the teachers taught. If the respondents answered seventh grade or above, the survey ended because the main focus of the research was elementary school teachers. Next, the survey respondents were asked if they incorporated movement and physical activity into their lesson

plans and to describe the types of activities they used. This question was chosen because it gives the researcher an idea of how many people are utilizing movement in the classroom as a way to improve students' grades and focus. The next few questions regarded the amount of times students are allotted for physical activity each day such as recess, physical education classes, etc. These questions were composed in order to gather insights on whether or not schools in Mississippi are following the federal and state wellness policies and how much more time should be added in order to meet the recommended amount.

After all of the timing and schedule questions, survey respondents were asked if students were allowed to play outside during lunch once they had finished eating. This question was asked because at the researcher's elementary school, students were allowed to be active after they had finished eating their lunches. The following question asked if it was up to them, would they allow students to play outside once they had finished eating lunch. This question aimed to gather insights on teachers' opinions on free time for physical activity during lunch so that students are more lively in classes after lunch.

Some of the most important questions were located at the end of the survey, after all the general questions had been asked. One of the most important insights gathered in the research came from a question that asked respondents if they felt as though their school provided an adequate amount of time for physical activity each day. This question was chosen because the researcher knew it would reveal one of the most important research insights. Based on the results of this question, the researcher could develop a program that allows for movement and physical activity

in the classroom in order to provide a more adequate amount of time for physical activity. After this question, teachers were asked how much more time they thought should be offered for physical activity and movement each day. This question was also chosen because of the important insights it would reveal. The results of this question would allow the researcher to determine the lengths of time per movement video or activity. Respondents were also asked if it was an issue for students to sit still in the classroom. This question was composed because movement in the classroom has been proven to help students remain focused and sitting still. If it is an issue for students to sit still in the classroom, then the researcher knows what to do in order to solve this issue.

Finally, survey respondents were asked if they had noticed a correlation between movement and learning in their classrooms. This question was one of the most important ones because the results would reveal whether or not more awareness of the connection between the two needs to be made. After this question, teachers were asked if they had heard of or utilized Move to Learn. This question was also important because the results of these questions would give insights about a similar program. Also, respondents were asked to rate the importance of video content matching the classroom content. This question was one of the most important ones because Move to Learn does not match the video content to the classroom content, so the results from this question would reveal to the researcher whether or not this should be changed in a new campaign.

One of the last survey questions asked respondents how they thought movement and physical activity affected students. Multiple answers could be

selected and the options were increases students' grades, decreases students' grades, distracts students from academics, increases students' energy, allows students to release energy, helps students understand the material better, and increases student concentration. This question was asked in order to determine what types of connections the respondents saw between movement and learning. The last question on the survey asked respondents what one aspect of the curriculum would they change at their school if they were given the option. The choices were more time for recess, less time for recess, more time for PE, less time for PE, more time for lunch, less time for lunch, and more time for academics. This question was chosen because the results would reveal what teachers want to change at their school. All the survey questions were composed for important reasons that would lead the researcher to new insights when developing the new campaign.

Campaign Decision Reasoning

All aspects of the campaign were created for a reason and with a purpose. The name, the target, the logo, the campaign elements, and the price all connect to one another in a way that draws the target in. The campaign name, Brains in Motion, was chosen because it illustrates the idea that the brain moves just like the body does. A healthy brain is a brain that is moving, so the name Brains in Motion also tells the target that the campaign is a positive program that promotes brain health as well as physical health.

Target Audience

The target audience of Brains in Motion is teachers in Mississippi. They teach younger students in Pre-K, kindergarten, and elementary school and want to see them succeed. Thus, they are looking for easy ways to help improve students' test scores. These teachers have an issue with students sitting still in their classroom, so they need a way to solve this issue. They are not motivated to bring movement into the classroom, so they choose to not utilize it. They have no experience with movement in the classroom, so they may not feel comfortable incorporating it into their lesson plans. They need an easy way to get started and to learn how to bring movement into the classroom in order to improve students' grades as well as focus. These teachers do not have the extra time to set aside to plan for movement activities in their lesson plans, so they need materials that have already been created and require little effort to use. They think it is not their job to help kids move because they are a schoolteacher, not a PE teacher or coach. They feel as though it is someone else's job to make kids active because the classroom is a place of learning and focusing. They do not realize that students' learning and focus can be strengthened with movement in the classroom.

This target audience was selected because teachers are the most important people to impact learning in schools. During one day, students spend almost the same amount of time at school as they do at home when they are not sleeping. Therefore, the amount of time students spend in contact with teachers is almost equal to the amount of time students spend at home with their parents and other influencers. Teachers are with students for around seven hours a day, so they have

the ability to influence a child and their habits. Because these teachers do not see the relevance or have the time to create lesson plans that involve movement, they were selected. If these teachers are given easily accessible resources that allow them to incorporate movement activities without having to plan ahead, then they may be more likely to utilize the Brains in Motion resources. They were also chosen because they do not feel as though it is their job to make kids more active, so Brains in Motion targeted them to inform them of the importance of movement in all jobs that involve developing a child.

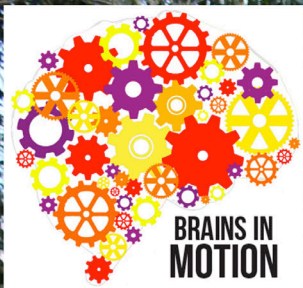
Logo



The Brains in Motion logo was created to grab the attention of the target and draw them into the product. Similar campaigns used boring typefaces and colors, which could have contributed to failure; so, the Brains in Motion logo was created to be the opposite of others. The logo is composed of multiple colored gears that form the shape of a brain. Gears connote items that are working and moving, so gears were used to represent the idea of motion within the brain. Warm colors have been known to be the most noticeable, eye-catching colors in marketing efforts, so the gears were colored red, yellow, orange, and purple. The different styles and sizes of the gears represent the idea that a wide variety of thoughts are processed in the brain everyday. The simple black typeface, Bebas Neue, was used in the logo because it would not distract the audience from the picture and meaning of the logo. Bebas Neue is a thick font that makes a statement but does not distract from the other elements in the logo.

Campaign Elements

Both print and digital advertisements were chosen because media is still evolving. Some may say that print is dead, but others still enjoy the tangible effects of flipping through a magazine. The magazine advertisements are clear, colorful, and bright images of children being physically active while learning. The typeface is simple on the pictures so that it will not distract from the photograph. The logo, slogan, website, and social media icons are all featured in the advertisement in order to tell the target what the campaign is, what it means, and where to find more information on it. The actual advertisement wording differs on each according to the photograph.



Math
+ Movement

Smarter Students
brainsinmotion.com

Moving, learning, growing.

One advertisement features a boy playing basketball while the girl holds up a sign with a math problem on it. The copy of the advertisement states, “Math + Movement = Smarter Students.” This was chosen because it explains what is going on in the picture and helps teachers realize the importance of combining movement and classroom content.



The other advertisement features a boy dribbling a basketball while looking at a globe with his sister. The copy of the advertisement states, “When kids move, their brains move; and the world is at their fingertips.” This statement was chosen for the advertisement because it matches the picture in a figurative and literal way. The children’s hands are on the globe, so the world is literally at their fingertips. However, the children are also moving while learning, so it shows that the

possibilities are endless for these students. These advertisements would be featured in *Mississippi Magazine* because it is one of the most popular magazines in the state. People of all ages read this magazine, so even if teachers did not see the advertisement themselves, word of mouth would allow this campaign to spread to teachers, administrators, school board members, or others involved in the state's schools.

Digital advertisements were chosen because the Internet has become an important part of today's society. Because many educators and noneducators use the Internet daily, online advertisements are a necessity. The two websites that will feature Brains in Motion digital ads are www.maetoday.org (Mississippi Association of Educators) and www.mpe.org (Mississippi Professional Educators). These sites are popular sites for educators in Mississippi because they are organizations that provide benefits for educators in the state.



The Mississippi Association of Educators is an organization composed of educators that are focused and devoted to creating a public education system worthy of the students' potential. They offer multiple educator resources on their site and host professional development workshops as well as regional meetings across the state. A banner ad was chosen to be featured on this website because the website's target audience matches the Brains in Motion target audience. Teachers who visit the Mississippi Association of Educators website are clearly looking for resources to help them improve their teaching and classroom, so it is of the utmost importance that a resource that can help them do this be advertised on this site. The banner ad was created to be simple but effective. The digital ad is white with a red border and has a large purple text box with the words "Want to increase students' scores and concentration in the classroom? Then GET MOVING to our website! www.brainsinmotion.com" This copy was chosen because it grabs the attention of teachers who want to help increase students' academic achievement and focus and calls them to make an action. The logo and slogan are also featured on the far right side of the banner, outside of the main purple text box. They were placed here because they are not the most important elements of the advertisement. The copy of the advertisement is what grabs the attention of the reader. The logo and slogan simply reinforce after the copy and call to action.



Mississippi Professional Educators is a group composed of over 13,000 teachers, administrators, and support personnel in both public and private institutions. They are the largest organization for professional educators and they charge \$120 per year for membership. They have regional trainings as well as conferences to benefit educators in the state. Their website is an important place to advertise Brains in Motion because Mississippi educators visit their site often to utilize the resources they provide. Also, the members of this organization are open to spending money for membership, so they are more likely to spend money to become a Brains in Motion member. The website's homepage lists Mississippi Professional Educators' benefits partners on the right side. The Brains in Motion logo would be featured among the other partners on the homepage of the website, and people can simply click the logo and be redirected to the Brains in Motion website. This digital advertisement was chosen to be featured on this website

because Mississippi Professional Educators targets the same audience as Brains in Motion, the homepage prominently advertises the partners of MPE, and the clickable logo allows quick and easy accessibility to the Brains in Motion website. The purpose of the two digital ads is to make people click on the ads. Once they click on the ads, they will be redirected to the website and Brains in Motion will have the information they need to directly target the audience that has clicked through to the Brains in Motion website. Click through rates will be used as a way to assess the program's success.

Billboards will also be used as a form of advertising for Brains in Motion. The billboards will only be used during late July, the month of August, and early September. These time periods were chosen because these are the times of the year when teachers are planning for the upcoming school year. If teachers notice these billboards on their way to school to plan, they will be more likely to go to the website and incorporate the movement activities in the lessons they are planning for the school year.



**Jumping for joy because
school is back in session!**

**Improve student's scores and
concentration with motion.**



**MOVING,
LEARNING,
GROWING.**

www.brainsinmotion.com



The billboard features a young girl jumping with the copy “Jumping for joy because school is back in session. Increase student’s scores and concentration with motion.” This copy was chosen because it grabs the attention of people preparing to go back to school. It also informs the audience of ways to help improve student success in the classroom. The right side of the billboard states the slogan and website. Social media icons are also on the right side of the billboard to tell the audience where they can find more information on the campaign. The copy is written inside white ellipses in order to make it stand out more in the advertisement. The typefaces used are Bebas Neue and Noteworthy. These fonts were chosen because they are easy to read, but still stand out among others. These are the two most prominent typefaces in other campaign elements, so it was important to remain constant with the typefaces to not confuse the audience. All elements of the billboard were chosen to grab the attention of the audience and draw them into the campaign.

Publicity and public relations are also an important part of the Brains in Motion marketing mix. Publicity and public relations will be both controlled and uncontrolled in this campaign. A press release and awards will be used as the controlled PR, while word of mouth will be used as uncontrolled publicity *See Press Release in APPENDIX*. The press release announces the launch of the campaign and states its objectives. It will also explain the resources that Brains in Motion provides on its website. The copy is easy to read and short, so that the reader’s attention does not get lost among big words and long sentences. Awards will be granted to schools that subscribe to Brains in Motion in order to generate controlled publicity and

public relations. For instance, if Hartfield Academy subscribed to the program, they would be given the Hart for Successful Students Award. The awards ceremony will take place at the school and featured in the local news, so both Brains in Motion and the school benefits from the free advertising. Word of mouth will be the uncontrolled portion of public relations for Brains in Motion. The campaign wants to become an important topic of conversation among educators and non educators in order to spread the word of the campaign and its objectives.

The Brains in Motion campaign will also utilize event marketing. Brains in Motion will be promoted at teacher conferences and trainings for both the Mississippi Association of Educators and Mississippi Professional Educators. Both of these organizations host conferences and training workshops that bring in teachers and administrators from all over the state. These conferences were chosen as marketing events for Brains in Motion because of the people they bring in as well as the benefits they offer.

BRAINS IN MOTION

MOVING



To move means to make progress or develop in a particular manner or direction.

Children are meant to be active and move. They are not designed to sit still for long periods of time. This means students should be moving in the classroom instead of sitting. Brains in Motion recognizes that movement is interconnected with learning. Brains in Motion provides educators with easily accessible videos and learning activities that incorporate movement in the classroom.

BRAINS IN MOTION

LEARNING



To learn means to gain or acquire knowledge of or skill in something by study or experience.

Not only does movement improve one's physical health, but also one's thinking, learning, and judgement skills. Bodily movements are connected to the brain and its multiple processes. Research reveals that the very same regions in the brain that are responsible for movement are the regions that are involved in higher level thinking. Therefore, children need to move in order to learn.





BRAINS IN MOTION

GROWING



To grow means to become larger or greater over a period of time; to increase.

In order for children to grow and develop, their brains need to move as well as their bodies. Brains in Motion combines movement of the body with movement of the brain in order to fully develop the child. The more children move, the more they learn, and the more they grow.

<p>THE PROBLEM</p> <p>Teachers are unaware of the connection between movement, high levels of obesity, low education rates, and high ADHD rates; thus, they are not incorporating movement in their lesson plans.</p> <p>THE SOLUTION</p> <p>Movement videos and activities that can be utilized in the classroom. These resources make it easy for teachers to incorporate movement into their lesson plans in order to increase academic achievement among students.</p> 	<p>BRAINS IN MOTION</p> <p>A movement campaign that aims to influence teachers to incorporate more movement and physical activity in the classroom and to show teachers how this can be easily done.</p> <p>What are the benefits of becoming a member of Brains in Motion?</p> <ul style="list-style-type: none"> -Videos -Movement Activities -Premade Lesson Plans -All resources available online -All materials already prepared -Chance to be featured in a video -Chance to win a live performance -Award Opportunities <p>What makes Brains in Motion better than others?</p> <ul style="list-style-type: none"> -Brains in Motion matches the grade level as well as the school subject/content to videos and activity resources. <p>How will Brains in Motion affect the classroom?</p> <ul style="list-style-type: none"> -Concentration will increase and scores will improve. -As students' bodies move, their brains move and develop. 	<p>Become a member</p> <p>Easily accessible movement resources available for \$60 a month.</p> <p>Name: _____</p> <p>Institution: _____</p> <p>Email Address: _____</p> <p>Billing Address: _____</p> <p>City: _____</p> <p>State: _____ Zip: _____</p> <p>Turn this card into the Brains in Motion representative and they will email you payment info as well as a username and password.</p> <p>Follow Us!</p> <p>@brainsinmotion_  </p> <p>facebook.com/brainsinmotionMS </p>
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Brochures will be distributed to members as they enter the conferences and a training session will be offered during the conference to show educators how to incorporate movement into their lesson plans with Brains in Motion. The brochures and training sessions at these conferences will promote Brains in Motion among the target audience and allow them to see how easy it is to utilize Brains in Motion in their classrooms. Schools who subscribe to the program will be entered into a drawing one time for a chance to have their school featured in a video. They will also win a free live Brains in Motion presentation/performance at their school. Schools who subscribe to the program AND post about their new collaboration with Brains in Motion on social media sites with the hashtag #brainsinmotion will be entered into the drawing 3 times, so they have a better chance of winning. Another contest

Brains in Motion offers is the teacher classroom decoration contest. Teachers will compete in a contest of classroom decorations. The teachers must take a picture of their decorated classroom and post it on social media with the hashtag #decoreadytomove in order to be entered to win. Once the submission time of one week has ended, the teacher with the best classroom décor wins. The contest winner wins a discount for the first month membership fee for Brains in Motion (\$30), a Brains in Motion plaque with their title, all Brains in Motion premiums, and a Brains in Motion classroom training session.

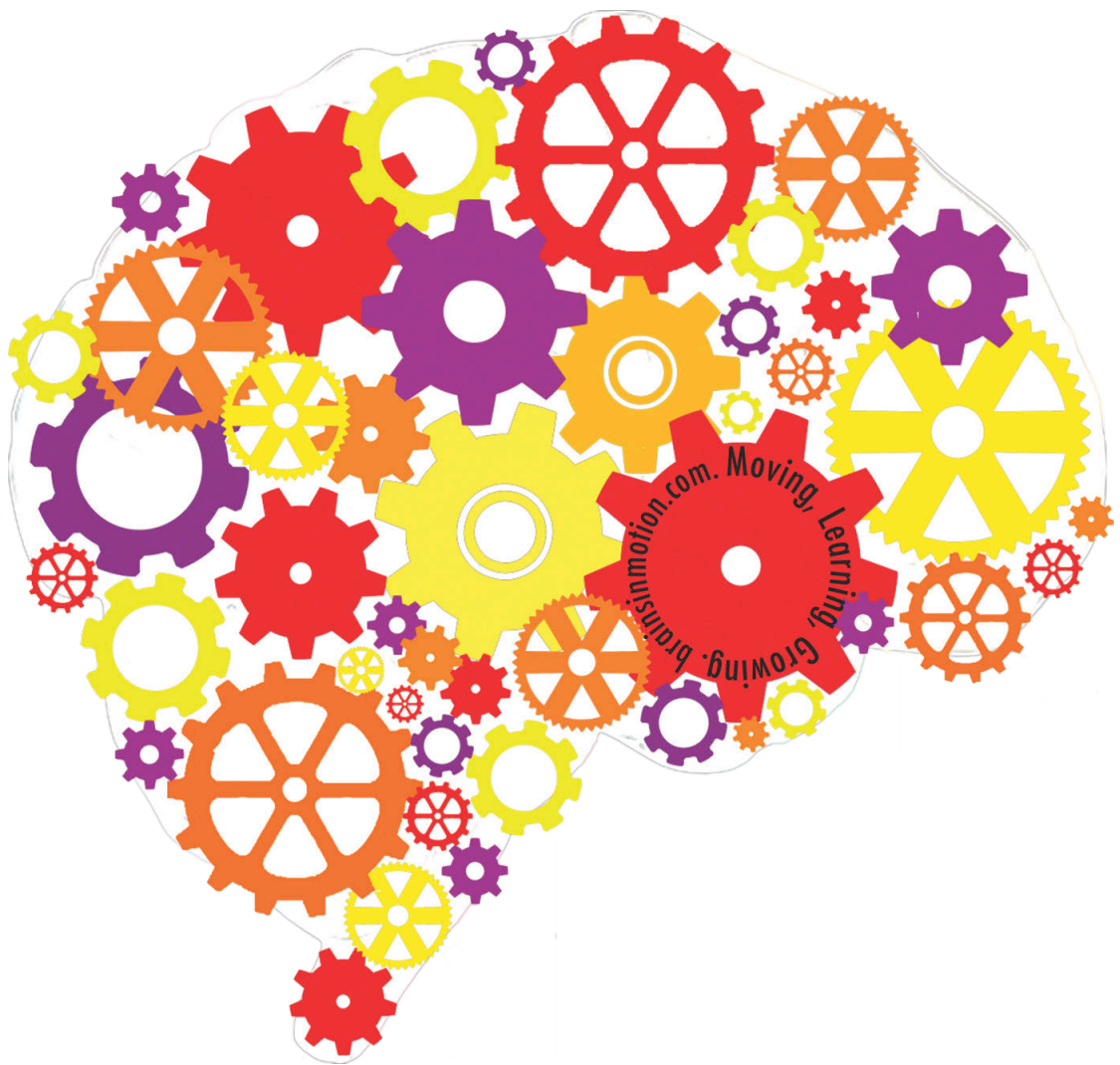
Brains in Motion will also distribute premiums with the Brains in Motion logo to schools in order to increase awareness about the campaign. All items chosen as premiums are important items in the classroom that teachers utilize daily. Obviously, some of the most used classroom items are pens and pencils.



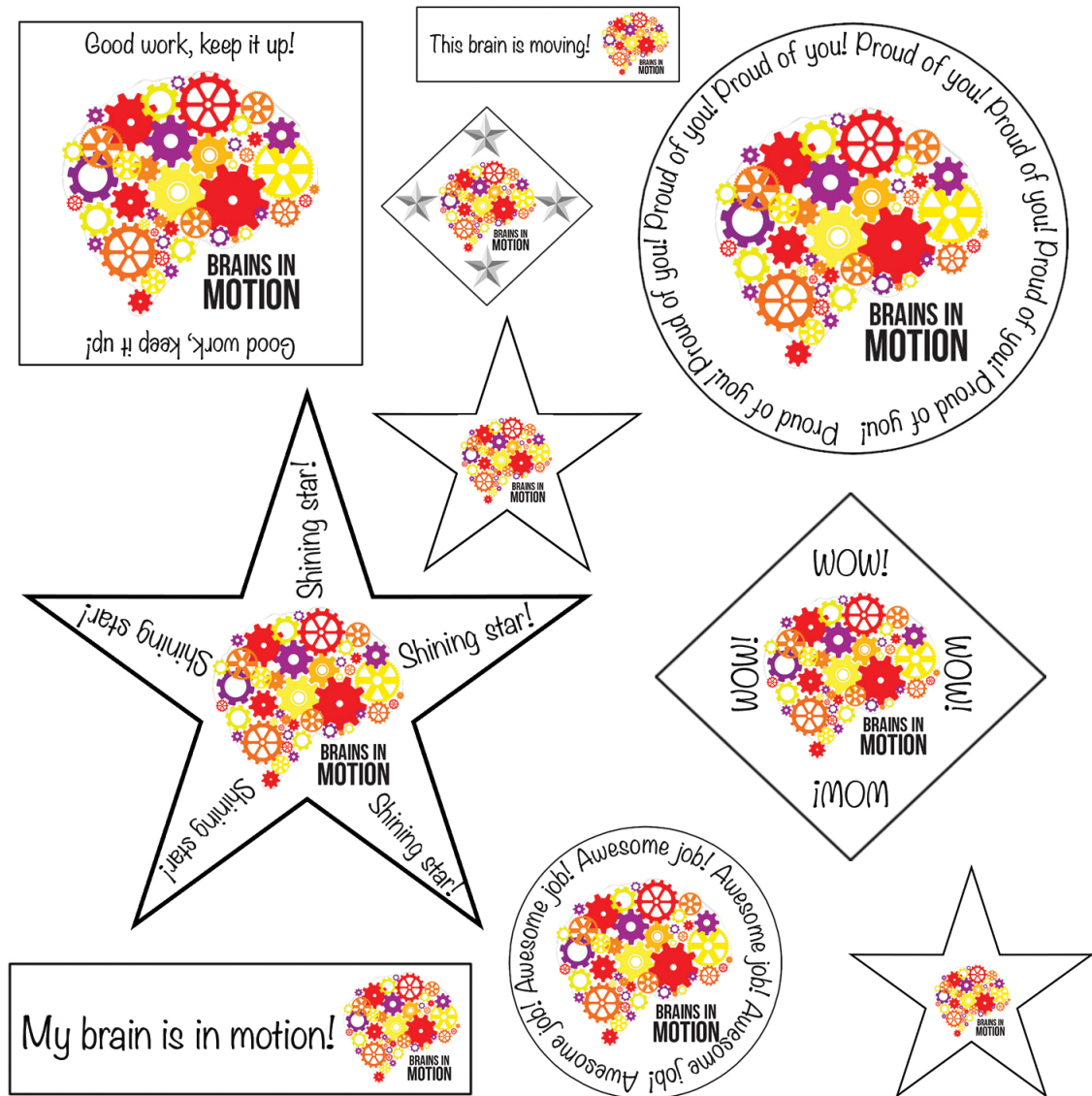
The pens will be a pen that has a highlighter on the top half of the pen, so teachers and students do not have to switch writing utensils when they normally would need to. The pens have a simple white body and either an orange, pink, blue, or yellow highlighter on the top. The Brains in Motion logo is on the side of the pen, while the website address is on the front of the pen.



Silver and gold pencils were chosen to feature the campaign name and website because they stand out among other pencils. The typeface on the pencils is simple, easy to read, and written in red in order to grab the audience's attention.



Mousepads in the shape of the Brains in Motion brain logo were chosen as a premium because they will serve as a constant reminder about the campaign when teachers are using the computer. Because Brains in Motion features all its resources on its website, it is important that the target is reminded of the easily accessible campaign while they are on the computer.

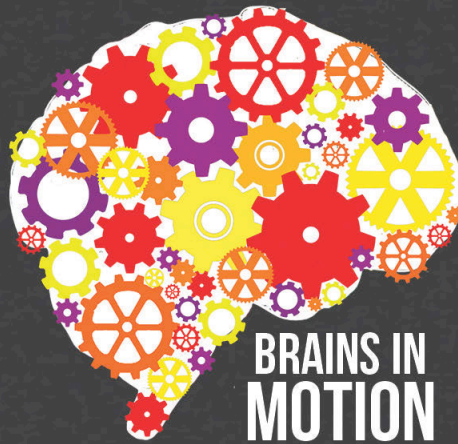


Stickers with encouraging phrases were used as premiums because teachers, students, and parents will see the stickers and logo; therefore, generating word of mouth. The stickers will be gold foil stickers that come in a variety of shapes. The encouraging phrases on the stickers make them a useful way to encourage students daily while generating buzz about Brains in Motion.



Yeti tumblers featuring the Brains in Motion logo, slogan, and website were selected as premiums because of the useful purpose they provide. These cups keep beverages hot or cold for long periods of time, so they are a teacher's best friend for coffee in the mornings or cold soft drinks throughout the day.

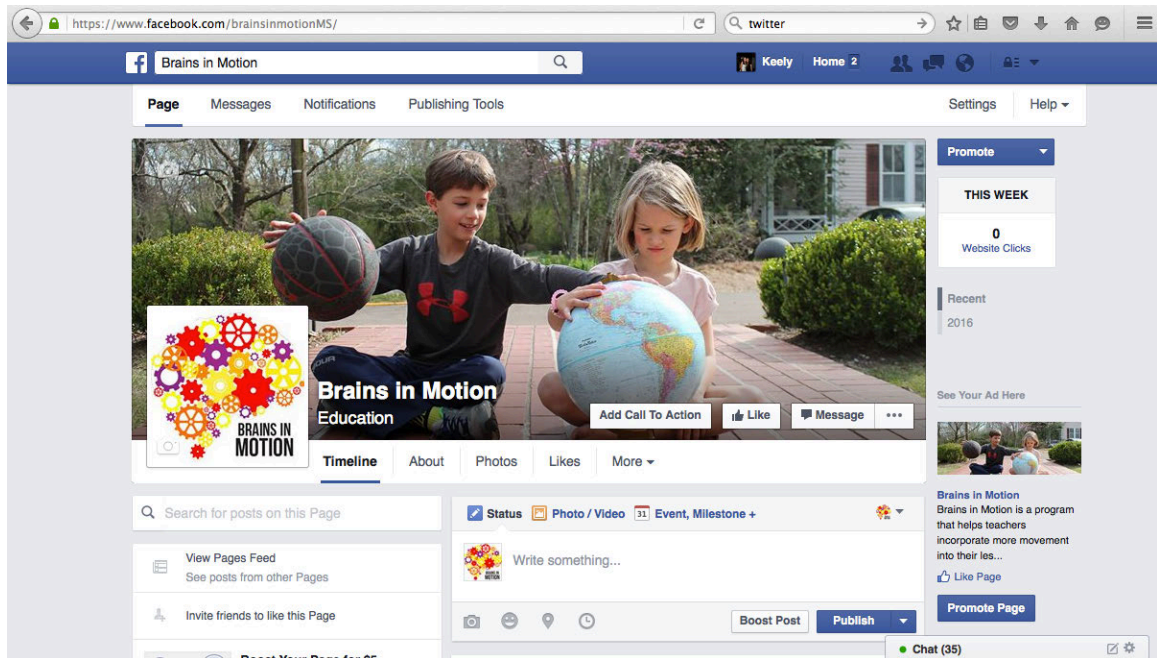
Teacher's Planner

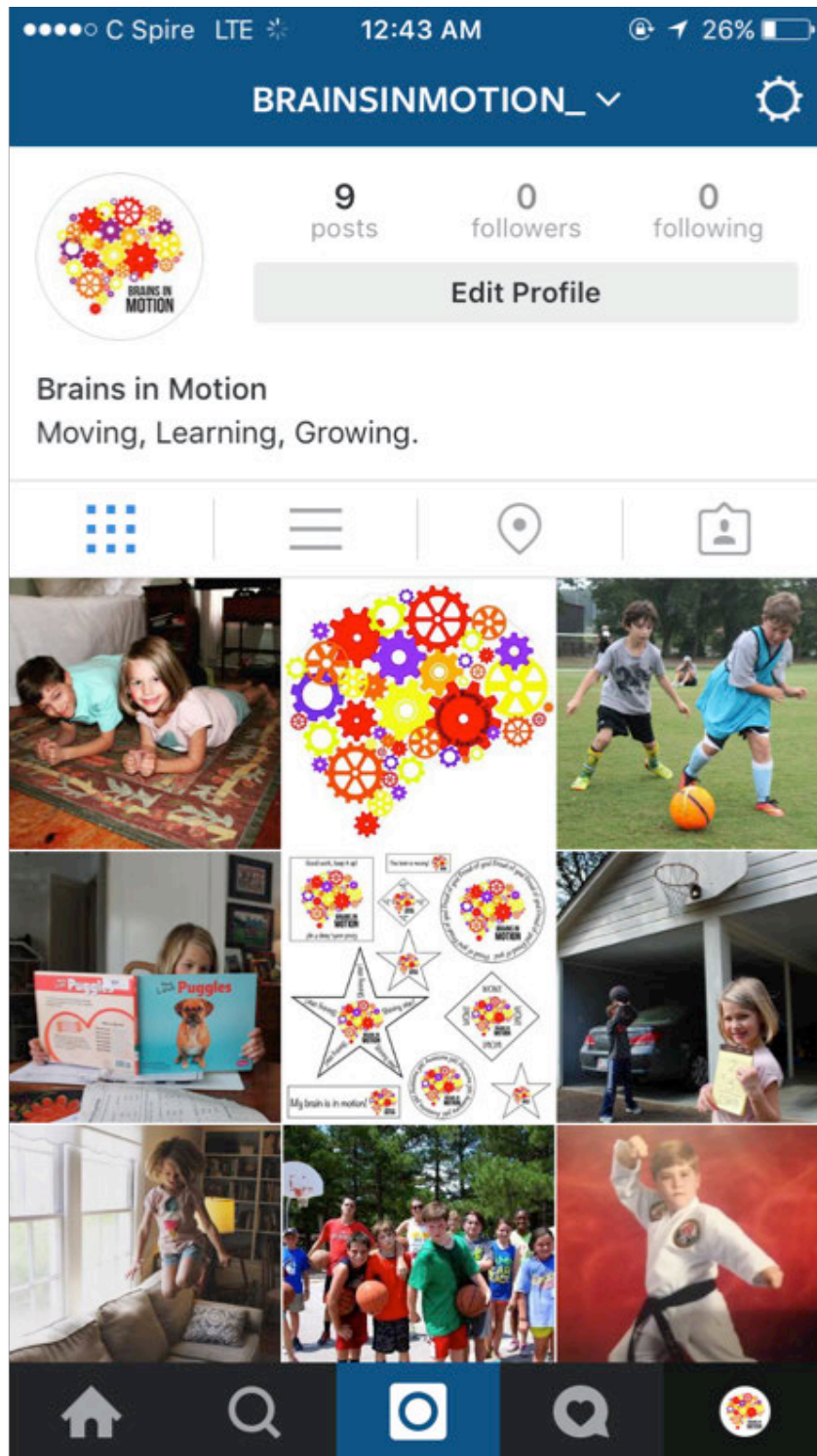




Finally, teacher planner premiums were chosen because they are one of the most useful items for teachers. The planners have the Brains in Motion logo on the front and the website on the inside in the top right corner of the pages. A gear from the logo is also on each page on a random day of the week in order to remind teachers to incorporate movement activities in the school day. As teachers plan their lessons and weeks, they will be constantly reminded of Brains in Motion, so they will be more likely to plan for these activities in their classrooms.

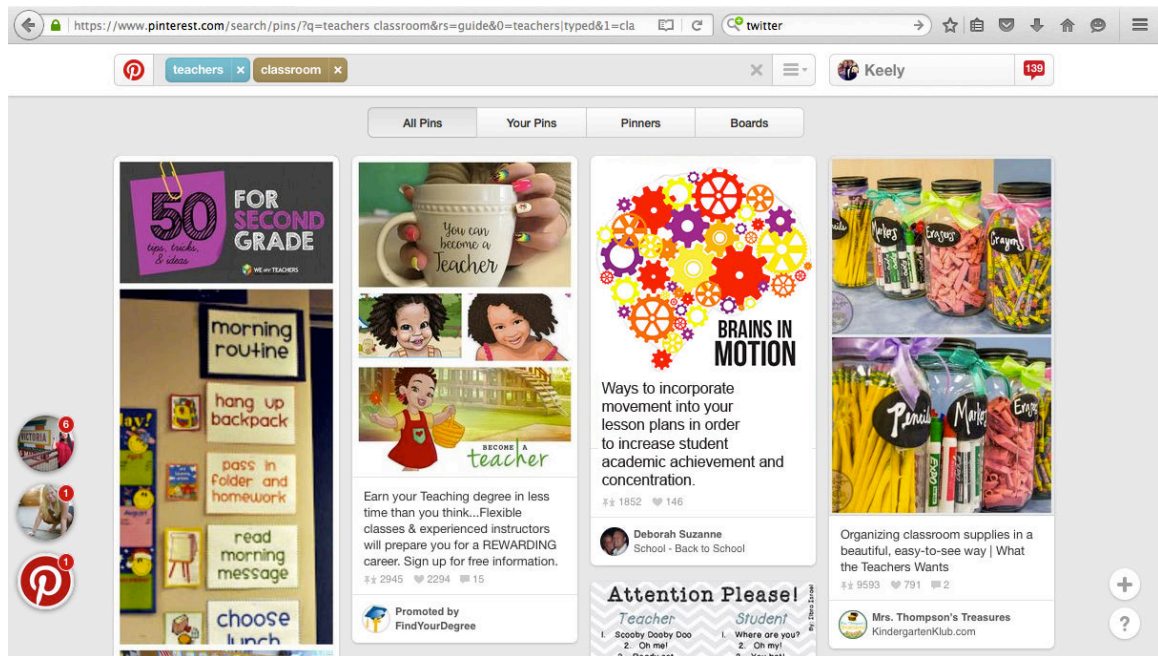
New media was chosen as an important campaign element of Brains in Motion because social media is extremely prominent in today's society. Brains in Motion has a Facebook page, an Instagram account, and a Twitter account to spread the word about the campaign.





Hashtags and promoted posts will be utilized in order to reach the right audience. The words teacher, student, movement, focus, grades, and brains will be the trigger words for the promoted posts. By using these words as triggers, Brains in

Motion will be able to market to the right target audience. Social media is meant to create a dialogue not a monologue, so these hashtags and posts will create a discussion among the target audience.



Also, Brains in Motion will have pins on Pinterest that redirect the user to the Brains in Motion website. Pinterest was chosen because the site is a useful site for teachers because they can get ideas for lessons and classroom activities there, so Brains in Motion pins will reach the appropriate target audience on this site when they search for movement, classroom, teacher, education, or brain health on Pinterest. Social media sites such as Facebook, Instagram, Twitter, and Pinterest are new and evolving forms of news and marketing that reaches all generations, so these sites were chosen as places to promote Brains in Motion.

The last element of the campaign's marketing mix is direct marketing. Direct marketing is important because it directly targets the correct audience. Schools who subscribe to the program will receive a monthly newsletter informing them of

updates on the site and new research about the correlation between movement and learning. It is important to keep the users updated in order to keep them using the program, so a newsletter was chosen as the best way to target the audience and continue to draw them in. Brochures will be distributed to schools individually as well as at conferences and trainings by the Mississippi Association of Educators and Mississippi Professional Educators. The brochure will inform the schools and educators of Brains in Motion and give a brief overview of the campaign. The brochure will be colorful and feature many images in order to grab the attention of the reader. These elements of direct marketing were chosen because they are the best vehicles for grabbing the attention of the target audience and holding onto it.

Price

Brains in Motion charges a membership fee because the resources on the website cost money to create and keep updated. In order to come up with a reasonable price, the researcher contacted a representative at Hartfield Academy in Flowood, Mississippi. Hartfield Academy was selected because it was the same school the survey insights were gathered from. The researcher wanted to remain constant in the research gathered, so she chose to ask the same school their opinion on the cost of a membership for a program like Brains in Motion. The representative from Hartfield Academy thought that \$60 per month was a reasonable price for both a startup school as well as a well-developed institution. This cost will allow the campaign manager to regularly update the videos and website content so that teachers do not have to continue to use the same resources over and over. In order to update the website according to popular culture, the campaign manager will have

to pay royalties, which this cost will also contribute to. Brains in Motion offers special discounts for schools and districts together as well as schools and teachers together. If all the schools in the district join Brains in Motion, they will be offered a discounted price of \$30 for the next month instead of \$60. Similarly, if a school joins Brains in Motion and a specific teacher at that school also joins, the teacher's cost will be \$40 per month rather than \$60. The price of \$60 was chosen to attribute to all the costs necessary to make Brains in Motion successful *See Budget in APPENDIX.*

Chapter 10: Assessment

Brains in Motion will be first evaluated three months after its launch. The click through rates, promoted post impressions, membership numbers, and hashtags used will be used to judge the success or failure of the campaign. Three months allows the researcher to make any necessary changes the assessment recommends without being too deep in the market to change. Next, another assessment will be done after the first six months have passed. The same numbers will be evaluated after six months in order to determine the success or failure of the campaign. Six months is the ideal time to assess the program because it is half a year. Also, three months will have passed since the first assessment and changes were implemented, so this evaluation will determine if the alterations helped or hurt the campaign.

APPENDIX

Survey Questions

This survey was created in Qualtrics and administered via email to 80 teachers at Hartfield Academy in Flowwood, Mississippi, during the month of March 2016. The site reported 44 surveys were started and 44 surveys were completed. The survey was approved by the IRB.

1. Are you 18+ years of age?
 - a. Yes
 - b. No (skip to end of survey)
2. What grade do you teach?
 - a. Pre K-Kindergarten
 - b. 1-2
 - c. 3-4
 - d. 5-6
 - e. 7-8 (skip to end of survey)
 - f. 9-12 (skip to end of survey)
3. List all the subjects that you teach.
 - a. *Fill in blank*
4. Do you incorporate activities into your lesson plans that involve students being active or moving around the classroom?
 - a. Yes
 - b. No (skip to question 6)
5. Briefly describe the types of learning activities in your lesson plans that involve students being active in the classroom.
 - a. *Fill in blank*
6. Which of the following applies to you?
 - a. I create my own lesson plans and classroom activities.
 - b. I use lesson plans and activities that I found on the internet.
 - c. I get ideas for my lesson plans and activities from other teachers or friends.
7. How much time is allotted for all physical activity (i.e. recess, PE, etc.) in a typical school day at your school?
 - a. 0-29 minutes
 - b. 30-44 minutes
 - c. 45-59 minutes
 - d. 60+ minutes

8. What time of day does recess begin at your school?
- 8 am-9:59 am
 - 10 am-11:59 am
 - 12 pm-1:59 pm
 - 2 pm+
9. How long does recess typically last?
- 0-14 minutes
 - 15-29 minutes
 - 30-44 minutes
 - 45-59 minutes
 - 60 minutes+
10. How many recesses are your students offered each day?
- None
 - 1
 - 2
 - 3
 - 4
11. What time of day does PE begin at your school?
- 8 am-9:59 am
 - 10 am-11:59 am
 - 12 pm-1:59 pm
 - 2 pm+
12. How long does PE typically last?
- 0-14 minutes
 - 15-29 minutes
 - 30-44 minutes
 - 45-59 minutes
 - 60 minutes+
13. How many times a week do students go to PE classes at your school?
- 1 time
 - 2 times
 - 3 times
 - 4 times
 - 5+ times
14. Do students have to sacrifice their recesses or PE classes for other activities such as band?
- Yes
 - No
15. What time of day does lunch begin at your school?

- a. Before 11 am
- b. 11 am-11:59 am
- c. 12 pm-12:59 pm
- d. 1 pm+

16. Are students allowed to play outside or in the gym during lunchtime once they have finished eating?

- a. Yes
- b. No

17. If it was up to you, would you allow students to play outside or in the gym during lunchtime once they have finished eating?

- a. Yes
- b. No

18. Do you feel as though your school provides an adequate amount of time for physical activity for students each day?

- a. Yes (skip to question 20)
- b. No

19. In your opinion, how much more time should your school offer for physical activity for students each day?

- a. Less than 15 minutes
- b. 15-29 minutes
- c. 30-44 minutes
- d. 45-59 minutes
- e. 60+ minutes

20. In your opinion, rank the following in order of importance during the school day.

- a. Academics
- b. Recess
- c. PE
- d. Lunch
- e. Activities in the classroom

21. How do you think movement and physical activity effect students? Select all that apply.

- a. Increases students' grades
- b. Decreases students' grades
- c. Distracts students from academics
- d. Increases students' energy
- e. Allows students to release energy

22. Have you heard of Move to Learn?

- a. Yes

- b. No

23. Have you ever utilized the Move to Learn resources on their website in your classroom?

- a. Yes
- b. No

24. How important is it that the content of the movement videos relates to the content you are teaching?

- a. Extremely important, I want the content of my lesson plans to be incorporated into the movement activities
- b. Important, I want the content to match my lesson plans, but will use them regardless
- c. Not important, I do not care if the content of the movement activities matches my lesson plans

25. If you could change one aspect of the curriculum at your school, what would it be?

- a. More time for recess
- b. Less time for recess
- c. More time for PE
- d. Less time for PE
- e. More time for lunch
- f. Less time for lunch

Press Release



FOR IMMEDIATE RELEASE:

New Program Launched to Bring More Movement into the School Day

Jackson, Mississippi - March 30, 2016 – Recent studies reveal that movement and physical activity can increase academic achievement. Previous programs have been created to incorporate movement in the classroom, but a new campaign, Brains in Motion, recently launched in March of this year.

The purpose of Brains in Motion is to influence teachers to incorporate more movement in the classroom and to develop a campaign that shows teachers how this can easily be done. All Brains in Motion resources are available on their website (www.brainsinmotion.com).

Brains in Motion is a movement campaign directed at teachers that features many classroom resources on its website. The campaign supplies teachers with videos and activities that match the grade level and classroom content. Brains in Motion charges a membership fee of \$60 per month to access the resources.

For more information, visit the www.brainsinmotion.com or follow Brains in Motion on Facebook, Twitter, Instagram, and Pinterest.

###

Budget



Brains in Motion Budget

Advertisements

- 2 ½ page ads (\$1495 each) - \$2990
- 2 billboard ads (\$3500 each for 4 weeks) - \$7000
- Digital banner ad - \$

Premiums

- Pencils (\$0.212 each) - 3000 pencils - \$636
- Pens - 2000 pens - \$1900
- Mouse pads (\$1.18 each) - 1000 mouse pads - \$1180
- Stickers - 5000 stickers - \$3123
- Yeti Cups (\$55 each) - 100 Yeti Cups - \$5500
- Planners - 1000 planners - \$4190

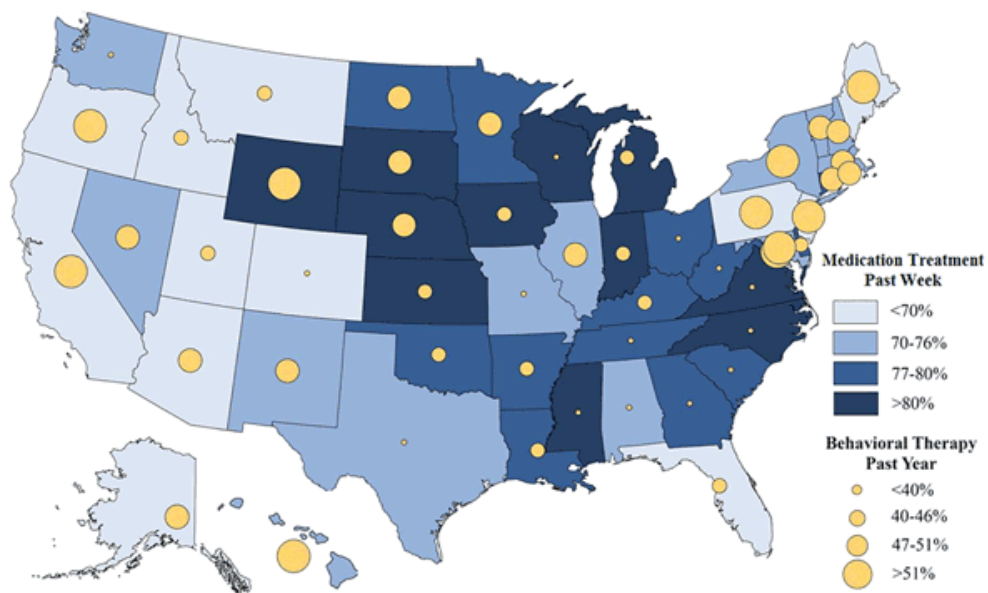
Brochures

- 10,000 color printed, front and back brochures - \$680.46

Figure 1: Renaming of States by Education Level (Bell 1).



Figure 2: ADHD Treatment Rates ("Data & Statistics" 1).



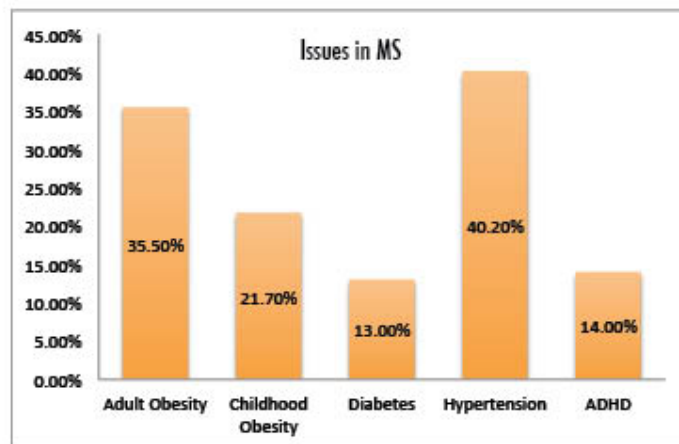
Creative Brief for **BRAINS IN MOTION**

THE PROBLEM

High levels of obesity, low education rates, and an abundance of ADHD diagnoses are prominent in the state of Mississippi.



THE FACTS



GOAL OR OBJECTIVE

To make people aware of the connection between movement and learning, to influence teachers to incorporate more movement and physical activity in the classroom, and to develop a campaign that shows teachers how this can be done in order to solve the issues Mississippi currently faces.

USP

Brains in Motion matches the grade level as well as school subject to videos and activity resources.



TARGET AUDIENCE

The target audience is pre-k, kindergarten, and elementary schools, specifically the teachers in these schools. These teachers have issues with students sitting still in class and focusing. They do not feel confident incorporating movement into their lesson plans because they have no experience with it. They do not have the extra time to set aside to plan for movement activities in their lesson plans.



COMPETITION

Let's Move!, Move to Learn, Go Noodle



MARCOM MATRIX

- Advertisements
- PR/Publicity
- Event Mktg
- Promotions
- New Media
- Direct Mktg

Prepared By
Keely Kennedy

WHAT TEACHERS THINK NOW

Teachers think their schools do not provide enough time for physical activity each day.

WHAT BRAINS IN MOTION WANTS TEACHERS TO THINK

Teachers can incorporate physical activity and movement into their lesson plans in order to give students a more sufficient amount of physical activity during the school day.

TONE Fun, playful, friendly, and energetic

Lesson Plan 1



Lesson Plan: World Cup

Subject: Geography

Grade Level: 5th

Objective: To help students improve coordination and release energy while learning the location of countries within continents.

Resources: Soccer Ball

Description: The teacher begins the lesson by explaining that different countries are located on different continents. Different countries and continents are connected to one another in multiple ways, but especially in sports such as soccer or “football” as it is called in other countries. The teacher then explains that the World Cup is an international association football competition of senior men and women’s teams.

Next, the teacher explains the game. Students will stand up in the classroom and gently kick a soccer ball to one another. Whenever a student receives the ball, the teacher will name a country that participates in the World Cup. The student must name the continent the country is located in.

Each time the student answers correctly, they remain in the game. If they answer wrong, then they must return to their desk and sit down.

Lesson Plan 2



Lesson Plan: Mathercise

Subject: Math

Grade Level: 3rd

Objective: To help students increase physical fitness while practicing addition, subtraction, multiplication, and division.

Resources: None

Description: The teacher begins the lesson by explaining that math can be used in everyday life in fun ways. The teacher also explains the importance of exercising daily in order to be healthy.

Next, the teacher explains the activity. The teacher will use math to tell students how many reps to do of an exercise. The students will have to do the math in their head and be asked to count silently in order to not give away their answers. The students who do the correct amount of reps will remain in the game. Those who do too little or too many are out and must return to their desks. Change the numbers and activities up throughout the activity.

Example: Teacher: Do $3+7$ jumping jacks, students who correctly do 10 jumping jacks will remain in the game, while those who incorrectly count will be out.

More:

- Hold the plank for 5×2 seconds
- Run in place for $40/2$ seconds
- $4+1$ push ups
- $25/5$ lunges in place
- $10-2$ high knees

LIST OF REFERENCES

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